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ABSTRACT

A national survey of adult correctional institutions was conducted by questionnaire in 1973 to obtain an accurate picture of the current status of academic educational programs, particularly at the elementary and secondary levels, available to inmates. Questions were designed to obtain information regarding the degree of participation of inmates in such programs, the types of programs available, the previous educational attainments of the inmates, the resources available at the institutions for the educational programs, the numbers and types of training of the teachers, and the problems and needs of the institutions with regard to the education of inmates. Some information was received from 150 institutions, or 60 percent of those solicited; the geographic distribution of returns was fairly uniform. The data obtained from the survey is presented in tabular form with comments by the researchers. It is concluded that the baseline data reflected in the survey can serve as a basis for planning educational programs, both within institutions and from without, in order to reduce recidivism. (Author/AJ)

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Educational Programs in Adult Correctional Institutions

A SURVEY

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The WICHE/NEPIC program in the Western tier of states was one of three regional programs of the Office of Education funded Nationwide Education Programs in Corrections. The WICHE/NEPIC program had two primary roles:

To serve as a regional training center for corrections generally.

To serve as a regional training and resource center for education in corrections specifically.

Out of this latter role came two publications to begin to fill a void: the lack of hard information regarding the state of education in corrections:

Issues in Education for the Youthful Offender

Education Programs in Adult Correctional Institutions

EDUCATIONAL PROGRAMS IN ADULT CORRECTIONAL INSTITUTIONS

A Survey

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Preface

With the groundswell of concern about education for the offender that began in the late sixties and early seventies, many of us became aware of the shocking lack of knowledge about the state of education in correctional settings. Some of us had a fairly good understanding of the general problems but less than sufficient knowledge of what resources actually existed and no way to get a view of what was needed.

In view of this, Pat Mancini and Mario George in the Elementary and Secondary Education Division of Office of Education proposed that an information-gathering effort be made, to focus on adult education in correctional institutions where available data was most sparse. WICHE/NEPIC Grant Monitor Bill Moulden, long interested and concerned about this matter, lent his support. The result is this survey of education programs in adult correctional institutions.

For those interested in improving education for the offender, the survey can provide the solid data that is vital to program development. The wealth of material here can be mined for use in deciding future directions in education for the offender.

Frank Dell'Apa

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INTRODUCTION

In the summer of 1973, the Western Interstate Commission for Higher Education (WICHE), in collaboration with the Correctional Education Association, conducted a survey in adult correctional institutions throughout the United States. The purpose of the survey was to obtain an accurate picture of the current status of academic educational programs, particularly at the elementary and secondary levels, available to inmates in adult correctional facilities. Questions incorporated into the survey were designed to obtain information regarding the degree of participation of inmates in such programs, the types of programs available, the previous educational attainments of the inmates, the resources available at the institutions for the educational programs, the numbers and types of training of the teachers, and the problems and needs of the institutions with regard to the education of inmates.

Questionnaires were sent to 249 adult correctional institutions in midsummer. After a period of time, follow-up inquiries were sent to institutions which had not yet responded. At the cutoff date in late September, some information had been received from 150 institutions, or 60 percent of those solicited.

Response by the institutions was fairly uniform throughout the country except for a somewhat greater return from the western states, and a somewhat lesser return from Region 3. Except for Region 3, over 50 percent of the institutions in each region sent information. In about half the regions, the response was approximately two-thirds or better. Table 1 shows the number of institutions in each region along with the number and percent responding to the survey.

TABLE 1

Number of Institutions in Each Region and Number and Percent Responding to Questionnaires

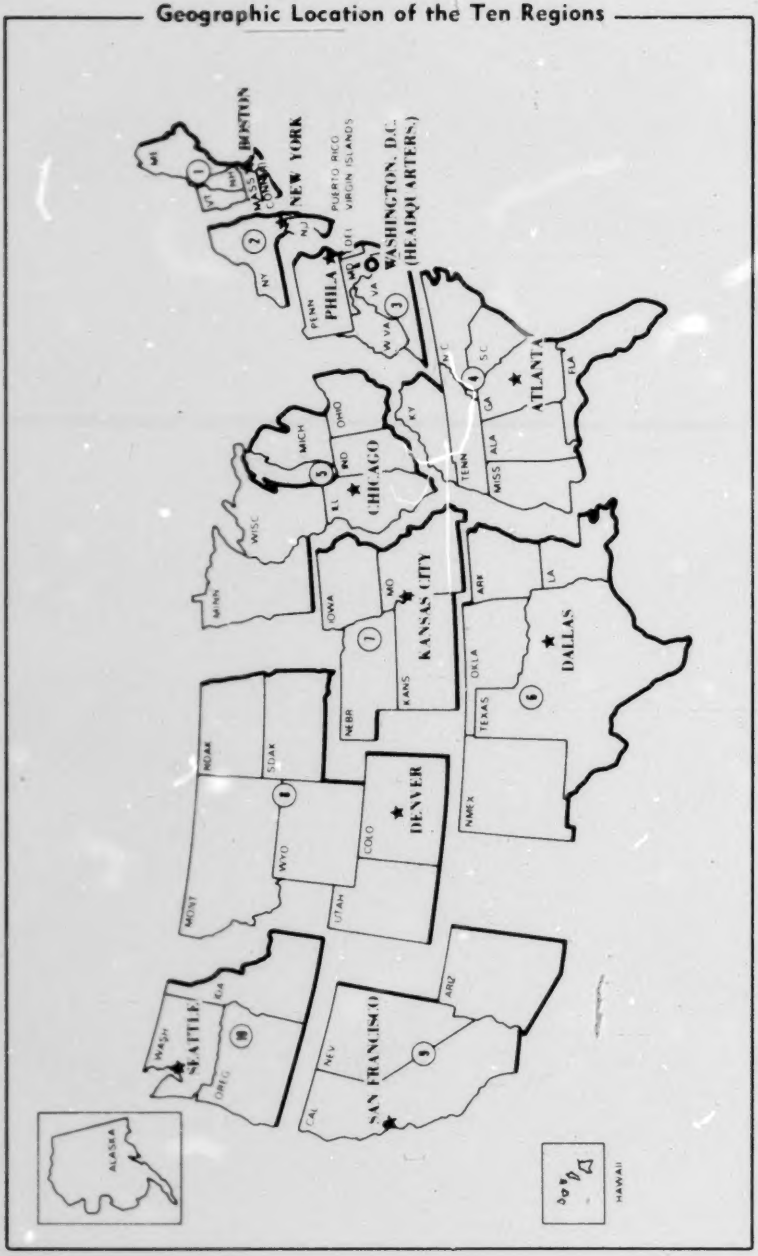
Region	Total Number of Institutions	Number Responding	Percent Responding
1	17	9	53
2	25	14	56
3	36	16	44
4	66	40	61
5	40	27	68
6	13	8	62
7	11	6	55
8	9	7	78
9	20	13	65
10	12	10	83
Total	249	150	60

In view of the good response and the fairly uniform geographic distribution of returns, it can be concluded that the information obtained is representative of adult education programs in correctional institutions in the United States.

The geographic location of each of the ten regions is shown in Figure 1. The questionnaire forms are shown in the Appendix.

FIGURE 1

Geographic Location of the Ten Regions



GENERAL DESCRIPTION

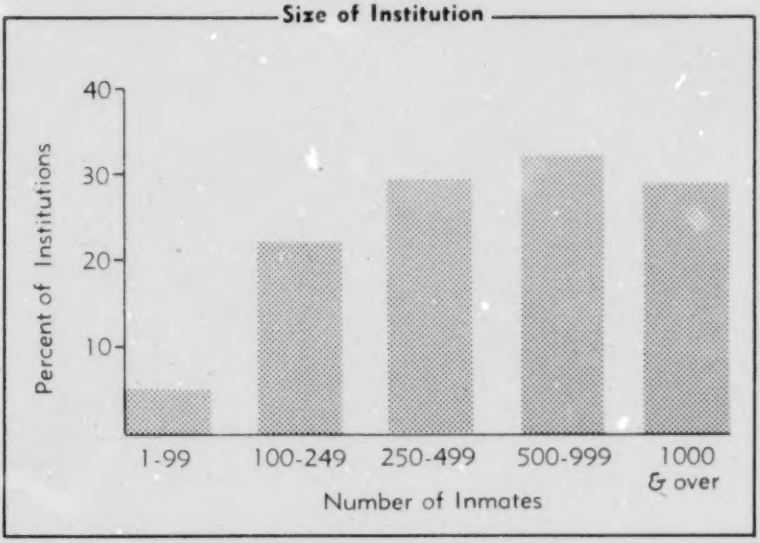
In this section, general parameters of the institutions are described. These include size, funding information, and educational background of the inmate population prior to admission. These are parameters which limit and to some extent define the types of educational programs and techniques which can be developed. Succeeding sections will deal with student participation in programs, characteristics of the teaching force, and needs and resources of the institutions.

There is a considerable range in the size of adult prisons in the United States, varying from fewer than 100 inmates to well over 1,000. One institution reported fewer than 30 inmates, and several have over 2,000. As in most institutions with at least some educational objectives, this very large variance in the size of the population no doubt has considerable implications regarding resources and techniques available for educational functions. There is probably an optimum size for achieving each of the various types of educational objectives, but education has certainly not traditionally been the major objective of prisons. The number of inmates accommodated by each institution is undoubtedly not determined primarily on the basis of a given set of educational objectives.

Figure 2 shows the distribution of size of the inmate population among the institutions. About a third of the institutions have between 500 and 1,000 inmates, and slightly over one-quarter have populations exceeding 1,000. Only 5 percent have fewer than 100 inmates.

FIGURE 2

Size of Institution



Security restrictions at the institutions are shown in Table 2. About one-fifth have all levels of security ranging from minimum to maximum. Approximately another fifth are strictly maximum security prisons, and about one-sixth are exclusively minimum security. These differences may also affect the range and types of educational techniques which can be offered under the existing circumstances.

TABLE 2

Security of Institutions in Percent*

Minimum Security	16
Medium Security	25
Maximum Security	22
Minimum and Medium	9
Medium and Maximum	4
Minimum and Maximum	3
All of the above categories	20

*Percentages are rounded off to nearest whole number. For this reason total percentage may vary slightly from 100.

The past educational attainments of the inmates prior to commitment is one of the more important parameters affecting the type of educational programs which can reasonably be instituted. Table 3 shows the distribution of inmates in terms of their educational background prior to admission into the inmate population. The figures are given in percent, and for interest are additionally broken down for federal and nonfederal institutions.

TABLE 3

Distribution of Education of Inmates Upon Admission (In Percentages)

	Federal Institutions	Nonfederal Institutions	Total
No formal education	2.44	2.15	2.18
Grades 1-6	21.11	21.11	21.11
Grades 7-9	21.89	34.54	33.33
Grades 10-12	20.56	27.14	26.51
High school graduate	25.56	12.35	13.52
College years 1-4	6.78	2.33	2.76
College degree	2.89	.34	.49
Graduate work	.22	.04	.05
Master's degree	.44	.05	.09
Doctor's degree	.00	.01	.01

The federal institutions represent a special subsystem within the larger system, and data presented later in this report make certain comparisons between federal and nonfederal institutions. For this reason,

background data is shown in this way where practical. It must be remembered, however, that the federal institutions represent only a small proportion of the total number of institutions (of the 150 institutions included in this survey, 17 are federal), and therefore interpretations of the data shown should be made accordingly.

Well over three-quarters of the total population of inmates were not high school graduates at the time of their commitment. In fact, over 50 percent had not reached the tenth grade, and almost half of those individuals had not even reached the seventh grade. The median educational attainment is around the eighth grade. There is a slight tendency for those in federal prisons to have had a somewhat higher educational attainment before commitment than inmates in nonfederal institutions. However, even in the federal prisons, about two-thirds never graduated from high school.

The proportion of inmates with college degrees is so small as to be almost nonexistent. Those who have graduated from college added to those who have taken any graduate work at all or even obtained an advanced degree comprise barely two-thirds of one percent of the total population. It is quite obvious that the main thrust of academic educational programs would have to be centered around very basic education, including the primary skills which are usually learned in elementary school.

To complicate the problem, inmates are no longer children. The types of educational training and materials appropriate to adults are considerably different from those useful for children, in terms of holding the student's interest to a sufficient degree and supplying enough meaning to maintain motivation. Table 4 shows the distribution of age of inmates upon admission to the institution. Again, the data are given in percent and are broken down for federal and nonfederal institutions. Half the inmates enter between the ages of 18 and 25, with an additional one-quarter in the age group of 26 to 35. Comparatively few enter above the age of 45 or below 18 years of age. There do not appear to be any significant differences in this regard between federal and nonfederal institutions.

TABLE 4

Distribution of Age of Inmates Upon Admission (In Percentages)

	Federal Institutions	Nonfederal Institutions	Total
17 & under	2.93	5.56	5.20
18-25	50.07	52.13	51.86
26-35	27.79	24.63	25.06
36-45	10.43	11.27	11.15
46-55	4.93	4.33	4.41
56-65	3.00	1.77	1.93
66 & older	.64	.34	.38

The minimum age at which the institutions accept inmates is shown in Table 5. Although about 40 percent of the institutions accept inmates below the age of 18, Table 4 shows that only a relatively few enter at these younger ages. Thus it is evident that whatever other special considerations exist in attempting to educate prison inmates, the population is basically one of chronologically matured individuals with extraordinarily little prior education.

TABLE 5

Minimum Age of Inmates in Percent

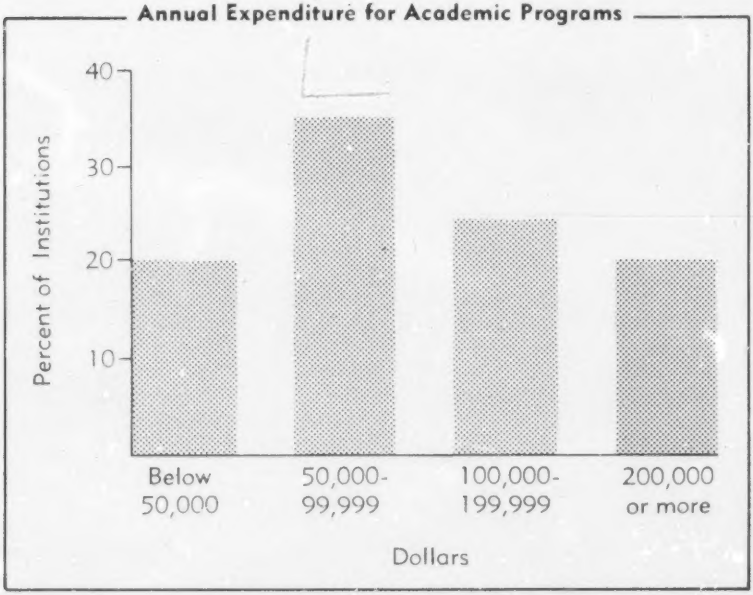
Below 16	9.35
16-17	30.94
18-20	50.36
21 & older	9.35

There is a great deal of variability in the total expenditure for academic programs which the institutions make each year. Figure 3 shows the annual expenditure per year in dollars. Many of the institutions were not able to separate the amount expended for academic programs from that expended for other programs, and many did not include teacher salaries in the figure they reported. The data from these institutions were not used in preparing Figure 3, so the graph represents

only comparable data. Figure 3, therefore, represents information from only about half the institutions which responded to the questionnaire.

FIGURE 3

Annual Expenditure for Academic Programs

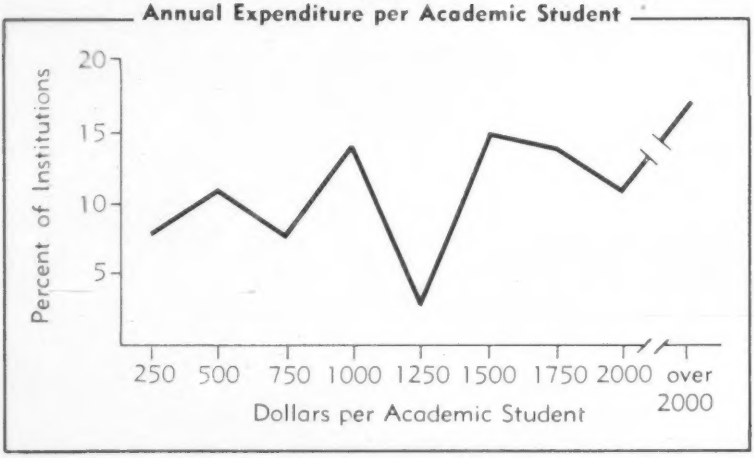


Approximately one-third of these institutions spend between $50,000 and $100,000 on their academic programs, with about one-fifth spending less than $50,000 annually. Almost half of these institutions have budgets exceeding $100,000 annually, with 20 percent spending $200,000 or more on their academic programs. Thus, in many cases the financial commitment to these programs is substantial.

Perhaps a more telling figure than the total budget is the amount an institution spends for each academic student per year. This information is plotted in Figure 4. The curve appears to have several modes; that is, the institutions appear to be grouped into four somewhat distinct categories. The first category spends, on the average, from $250 to $500 per student each year. A second category appears to average about $1,000 per student. The third and largest group of institutions spends about $1,500 on the average, and the final group over $2,000. This fourth group contains 17 percent of the institutions, a rather sizable proportion. The median amount for the entire group is about $1,375, but as can be easily seen from Figure 4, there is considerable variation among the individual institutions.

FIGURE 4

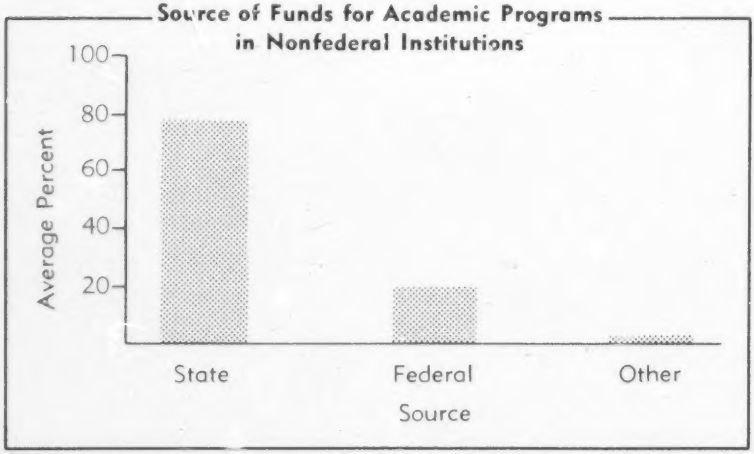
Annual Expenditure per Academic Student



The source of funds for these programs is shown in Figure 5. This graph shows the average percent each nonfederal institution receives from the state, the federal government, and other sources for its academic programs. Federal institutions are not included, of course, since virtually all their funds are of federal origin.

FIGURE 5

Source of Funds for Academic Programs in Nonfederal Institutions



The states carry slightly less than 80 percent of the costs of the academic programs, with the federal government supplying about 20 percent of the money. Other sources are negligible, accounting for only about one percent of the total costs of these programs.

INMATE PARTICIPATION

This section deals with inmate participation in educational programs, particularly the academic programs at both the elementary or remedial level and the high school level. More specifically, information is presented which describes the extent of such participation in the various programs, as well as the extent and possible reasons for **nonparticipation.**

To begin with, the percent of inmates participating in all types of educational programs, including vocational and college level, is shown in Table 6. In addition, the percent participating in prison industries

TABLE 6

Percent of Inmates Participating in Educational Programs and Percent in Prison Industries

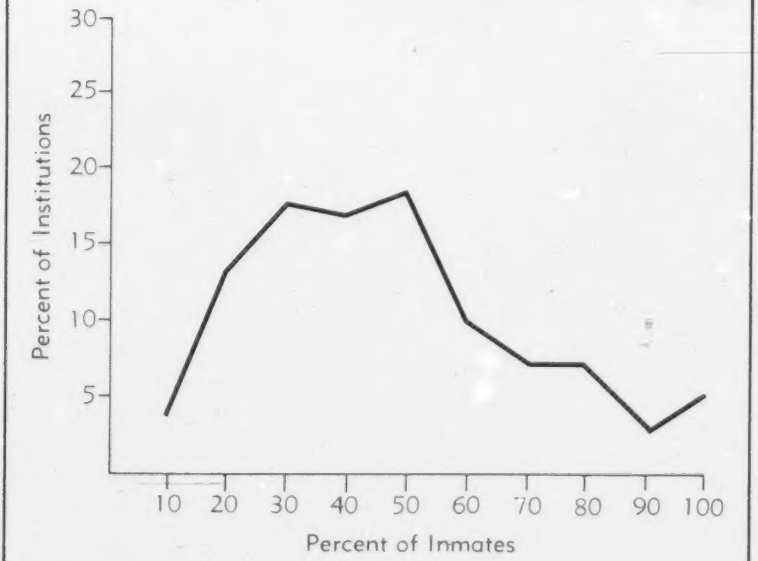
	Federal Institutions	Nonfederal Institutions	Total
Percent of inmates in all educ. programs	41%	36%	36%
Percent in prison industries	25%	16%	17%
Number of inmates in institutions	14,500	94,661	109,161
Number of institutions responding	17	133	150

is also shown for comparative purposes. Of the more than 100,000 inmates in the 150 institutions responding, slightly more than one-third are participating in at least some educational program. This figure represents about twice the number who are engaged in prison industries. Within the federal institutions, a somewhat higher percentage of inmates (41 percent) are engaged in educational activities of one kind or another, and one-quarter in prison industries.

There is a very considerable range, however, in the percent of inmates participating in educational programs among the various institutions, as shown by Figure 6. While the most frequently encountered percentage in a given institution is in the range of 41 to 50 percent of the inmates, about one-sixth of the institutions have less than 20 percent inmate participation, and about 15 percent of the institutions have a greater than 70-percent level of inmate involvement with educational programs. The exact reasons for this extremely large variance among the institutions are not entirely clear, although some of the factors involved will be discussed later with regard to the reasons why many inmates are **not** participating.

FIGURE 6

Percent of Inmates in Each Institution Who Are Participating in Educational Programs



Looking now at the various types of educational programs, it can be seen from Table 7 than the most common type of educational program is that directly related to vocational training. Roughly 17 percent of the inmates in these institutions are involved in such training. About 11 percent are participating in elementary or remedial academic programs and a similar number in GED or high school level programs.

TABLE 7

Average Percent of Inmates in Each Institution Participating in Each Type of Educational Program

	Full-time Students	Part-time Students	Total
Remedial/elementary level programs	4.17	6.70	10.87
GED or high school level programs	4.35	6.92	11.27
College level programs	1.82	4.05	5.87
Vocational education programs	9.24	8.14	17.38

A small number (less than 6 percent) are participating in college level programs. In both the elementary and the high school level programs, there are somewhat more part-time students than full-time students.

Examining the participation in these academic programs in more detail, it can be seen from Table 8 that, again, there is a considerable range in degree of participation among the individual institutions. Looking at the "Total" column under remedial or elementary programs, it appears that most institutions have from one to ten percent of the inmates participating, 30 percent of the institutions have from one to five percent of their inmates participating, and another 29 percent of the institutions have from six to ten percent inmate participation in this type of program. Additionally, a slightly greater proportion of the institutions show the larger percentages of inmate participation in GED or high school level programs.

In summary, several points may be made concerning the extent of inmate participation in academic programs. Slightly less than one-quarter of the total inmate population is participating in either elementary

TABLE 8

Percent of Institutions with Various Percents of Inmates Participating in Academic Programs

Percent of Inmates in the Institution who are participating in academic programs	Percent of Institutions					
	Remedial/Elementary Level Programs			GED/High School Level Programs		
	Full-time	Part-time	Total	Full-time	Part-time	Total
None	49	37	6	42	33	2
1-5%	24	27	30	25	24	24
6-10%	11	16	29	19	19	33
11-15%	8	7	13	7	10	17
16-20%	5	6	9	4	6	10
21-25%	1	3	5	1	3	4
26-30%	2	1	2	2	3	4
Above 30%	0	4	6	1	2	6

or high school level programs, but there is a wide variation among the institutions. Part-time students comprise a bit more than half of the total. Comparing this data with the previously reported finding that well over three-quarters of the total inmate population were not high school graduates, and a large number had not even reached the seventh grade, one may ask why more inmates are not participating in these basic educational programs.

According to the institutions, there is a significant number of inmates who could benefit from such programs but who are not participating for one reason or another. Table 9 shows that roughly one-fifth of the population could benefit from remedial or elementary level programs and about another fifth from high school level programs; but they are not getting this education. The figures are somewhat lower for federal prisons and slightly higher for nonfederal institutions. Figures 7 and 8 show the distribution of such inmates among the institutions for remedial or elementary level programs and for high school level programs, respectively.

TABLE 9

Percent of Inmates Who Could Benefit from Academic Programs But Who Are NOT Participating

	Remedial or Elementary Level	High School Level
Federal prisons	14	15
Nonfederal prisons	24	21
All institutions combined	22	21

FIGURE 7

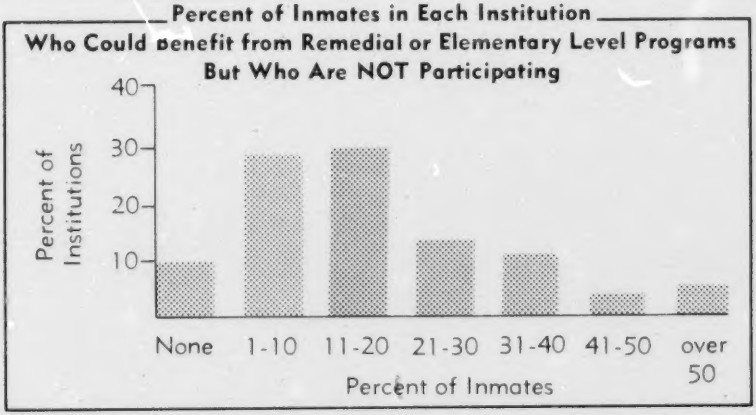


FIGURE 8

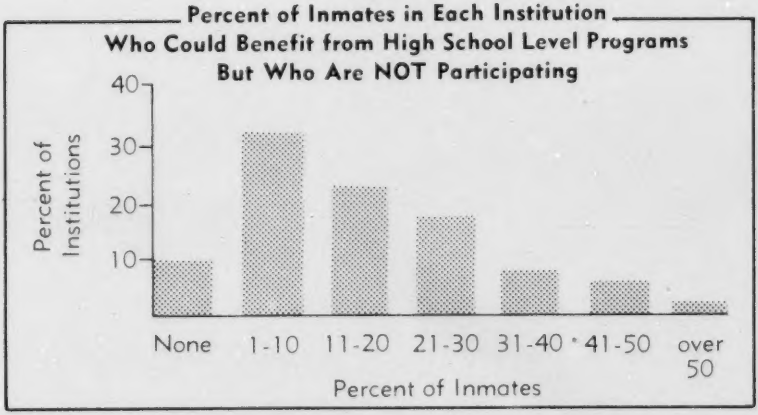
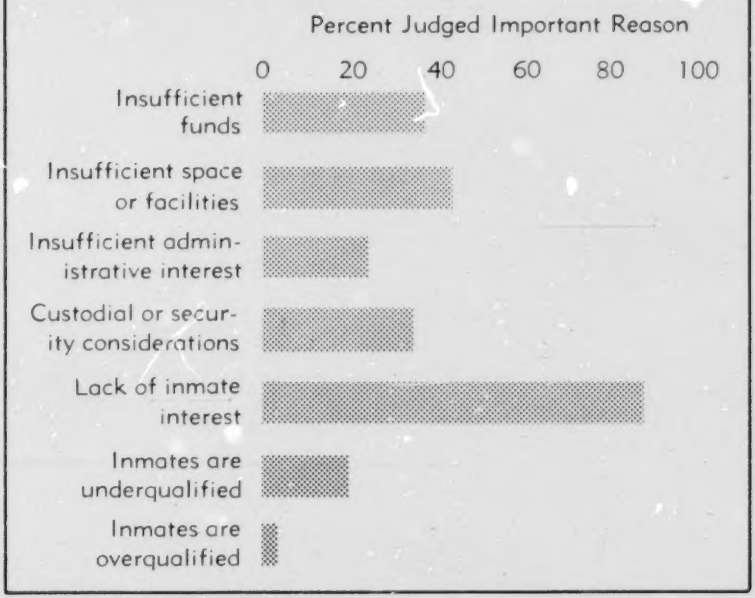


Figure 9 sheds some light on the possible reasons why these inmates are not participating. The figure shows the percent of the institutions that judged each of the reasons listed as either moderately or very important factors. There was overwhelming agreement that lack

FIGURE 9
Reasons for Nonparticipation of Inmates in Academic Programs



of inmate interest was the single most important reason for nonparticipation, with insufficient space, facilities, and funds being important but secondary considerations. Many institutions reported a lack of personnel as well. In addition, it was reported that industry and other work programs often take priority over academic programs, from the point of view of both the institution and the inmate, who may get paid for such work. Academic education does not have as much apparent or immediate value.

Nonetheless, a certain percentage of the inmates complete academic programs each year. In 1972, as shown by Table 10, about 17 percent completed some type of educational program, with somewhat higher figures reported by the federal institutions. Just about half of these completions were GED programs.

Table 11 shows the distribution among institutions of the percent of inmates who completed educational programs in 1972. The table

TABLE 10

Percent of Inmates Who Completed Educational Programs in 1972

	Federal Institutions	Nonfederal Institutions	Total
Elementary programs	10	6	6
GED programs	12	8	9
High school programs	2	2	2
Total program completions	24	16	17

TABLE 11

Program Completions in 1972

Percent of Inmates Completing Programs in 1972	Percent of Institutions		
	Elmentary Programs Completed	GED Programs Completed	High School Programs Completed
No inmates completed the program	28	9	62
1-10% completed the program	45	51	30
11-20% completed the program	14	22	7
21-30% completed the program	4	10	1
31-40% completed the program	7	6	0
41-50% completed the program	1	1	0
More than 50% completed the program	1	1	0

shows, for example, that 28 percent of the institutions had no completions of elementary level programs at all in 1977. However, about half the institutions reported one to ten percent of their inmates completed elementary programs, and a similar number was reported for GED programs. There does not appear to be quite as much variability in this regard as for some of the data previously reported.

THE TEACHING FORCE

In this section, some of the characteristics of the teachers will be examined, with particular emphasis on their background training as it relates to the problems they face.

Table 12 shows the number of teachers, in various categories, employed by the responding institutions. There are 1,328 vocational teachers included in the sample and 1,751 academic teachers. Most of these teachers are full-time employees, but a sizable minority are part-time in this capacity. Twenty percent of the vocational teachers are part-time, and 27 percent of the academic teachers are part-time. The vast majority of the full-time teachers are certified, with only a small number of the regular employees being noncertified. Use is made of inmate teachers to some extent, with about one out of every seven academic teachers being an inmate. Some use is also made of teachers from special outside projects such as NewGate, Teacher Corps, etc.

TABLE 12

Teaching Force

Vocational Teachers

	Full-time	Part-time	Total	Percent
Certified teachers	822	128	950	71.54
Noncertified teachers	109	49	158	11.90
Inmate teachers	97	42	139	10.47
Special outside projects	41	40	81	6.10
Total	1069	259	1328	100.00

TABLE 12 continued

Teaching Force

	Academic Teachers			
	Full-time	Part-time	Total	Percent
Certified teachers	1007	262	1269	72.47
Noncertified teachers	40	53	93	5.31
Inmate teachers	175	68	243	13.88
Special outside projects	50	96	146	8.34
Total	1272	479	1751	100.00

Student-teacher ratios are shown in Table 13. Overall, there is very little difference between the student-teacher ratios for vocational and for academic programs. On the other hand, federal institutions average two or three more students per teacher than nonfederal institutions.

TABLE 13

Average Student-Teacher Ratios

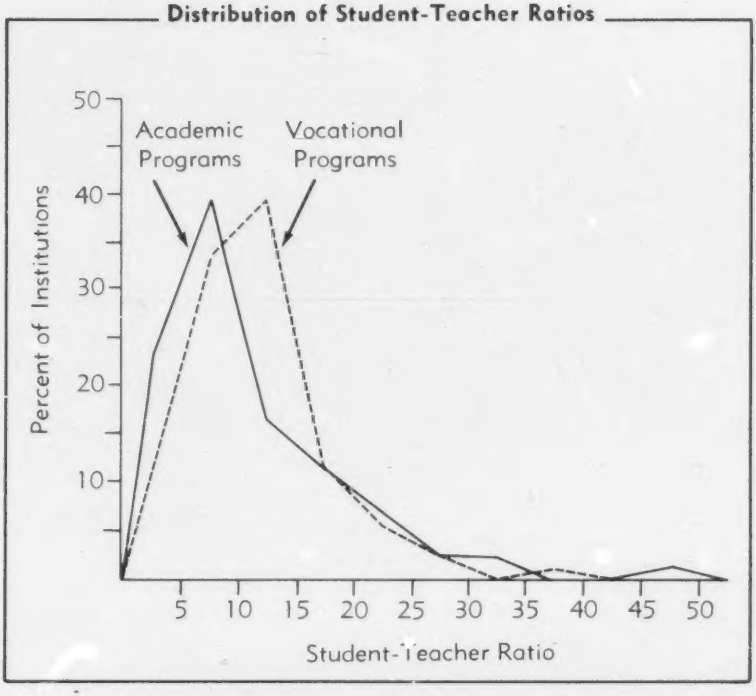
	Vocational Programs	Academic Programs
Federal institutions	13.77	13.31
Nonfederal institutions	11.70	10.57
All institutions combined	11.90	10.86

The ratio is 10.86 academic students for each academic teacher for all institutions combined. In interpreting this figure, two points should be noted. First, only students and teachers in elementary or high school level programs were included in calculating this ratio; college level students and teachers were excluded. Secondly, each part-time student or teacher was assumed to be half-time and counted one-half in the calculation.

There is some, but not excessive, variability of student-teacher ratios among the institutions; Figure 10 shows the distribution of this ratio, calculated for each institution, for both academic and vocational programs. There is, however, a small proportion of institutions with extremely high teacher loads: about 5 percent have ratios of above 25 students for each teacher.

FIGURE 10

Distribution of Student-Teacher Ratios



Federal and nonfederal institutions do not differ greatly in the proportion of academic teachers in each category, as shown by Table 14. There is a slightly greater tendency on the part of the federal institutions to utilize inmate teachers as opposed to employing certified teachers, but even here, the difference is only a few percentage points.

TABLE 14

Percent of Academic Teachers in Each Category in Federal and in Nonfederal Institutions

	Federal	Nonfederal
Certified	65	74
Noncertified	7	5
Inmate teachers	18	13
Special project	10	8

Turning now to the special problems which teachers in adult correctional facilities must deal with, the institutions were asked to rate a number of problems in terms of the extent to which each occurs in the academic programs. The results are shown in Table 15. The table gives

TABLE 15

Problems Which Teachers Must Be Prepared to Handle (In Percentages)

	Definitely a Problem	Sometimes a Problem	Not a Problem
Learning handicap	58.99	38.85	2.16
Low intelligence	30.71	63.57	5.71
Emotional problems	53.19	46.10	.71
Lack of motivation	64.79	33.80	1.41
Disciplinary problems	10.07	49.64	40.29

the percent of institutions that rated each problem listed as "definitely a problem," "sometimes a problem," or "not a problem." Over 99 percent of the institutions indicated that emotional difficulties on the part of the inmates were at least sometimes a problem, and over half the institutions indicated they were definitely a problem. Lack of motivation was definitely a problem encountered by about two-thirds of the institutions, and well over half the institutions indicated that learning handicaps were definitely encountered as a problem. Interestingly enough, only one-tenth said the teachers definitely had disciplinary problems in their teaching in these academic programs.

There is a great deal of significance embodied in this simple table, because it communicates the great extent to which teaching in correctional facilities is different from many other types of teaching. The teacher in this setting is almost certain to encounter learning handicaps, low intelligence, emotional problems, and lack of motivation on the part of many students.

The question then is what kind of special training the teacher force has received to prepare them for these various problems. Table 16 shows the percent of academic teachers with various types of special training which might be useful in helping them cope with their special students. About one-fifth of the teachers have had college-based training in special education in addition to the regular teacher-training curriculum. About another fifth have had additional training in fields related to education, such as guidance and counseling. Eleven percent have had corrections

or law enforcement training. In the federal institutions, there appears to be a greater tendency for teachers to have had special training in corrections or law enforcement and a lesser tendency to have been trained in special education. A small proportion of the teachers have had other types of specialized training, such as riot control, drugs and alcohol, or advanced training in their own specialty.

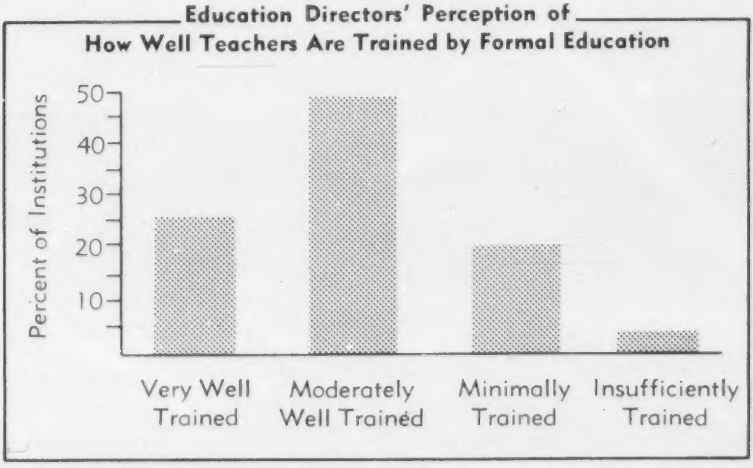
TABLE 16

Percent of Academic Teachers with Special Training

	Federal Institutions	Nonfederal Institutions	Total
Special education	12	21	20
Related educ. (e.g., guidance)	19	22	22
Corrections or law enforcement	16	11	11
Other specialized training	6	3	3

Figure 11 shows the judgment which each institution made concerning how well their teachers were trained by formal education in terms of being effective with the special population of students whom they

FIGURE 11



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teach. About half the institutions rated their teachers as moderately well trained, and another quarter said theirs were very well trained. The remaining quarter said their teachers were either minimally or insufficiently trained to deal with inmate students.

In open-ended questions included in the survey form, the institutions' education directors were given an opportunity to indicate what type of training they felt could produce the best teachers for institution academic programs. The three most frequently encountered replies were:

1. Special education, including training in reading and in learning difficulties.

2. Guidance and counseling training, including abnormal psychology and the emotionally disturbed.

3. Behavioral science, especially psychology or sociology.

It was frequently mentioned also that teachers need to have absolutely mastered the subject matter in the area in which they are teaching and that training in individualized instruction and other techniques applicable to adult education is very useful.

In addition, the respondents were asked what factors beside formal training they felt should be involved in developing a good academic teacher for the institutional setting. The responses are quite instructive:

1. Maturity, stability, and self-control.

2. Respect for the individual and cultural and other differences.

3. A great ability to be patient.

4. Creativity and a desire to innovate and experiment with educational techniques.

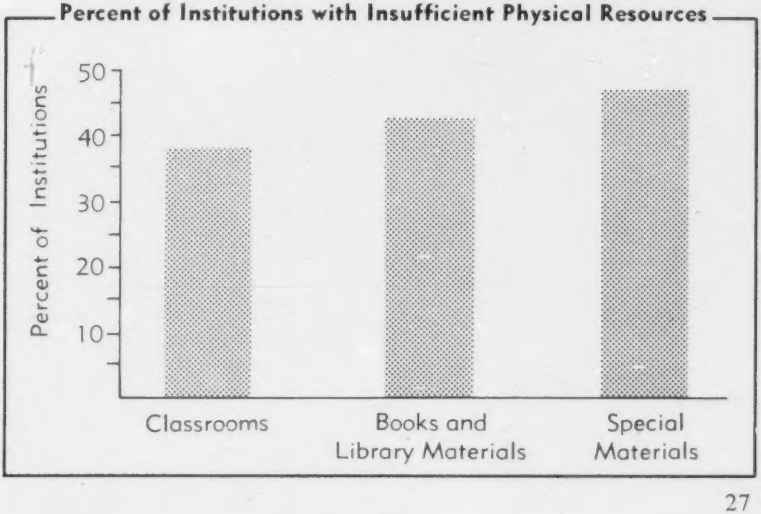
While the above represent the most common responses, also frequently mentioned were the traits of flexibility, empathy, firmness, and fairness. Of course, dedication and enthusiasm, as well as a deep and genuine desire to help people, were frequently mentioned. In addition, many institutions indicated that the best teachers had had a variety of real-world experiences which had made them open-minded and able to understand and accept the particular situation of the inmate.

RESOURCES AND NEEDS

In the final section of this report, we will describe the institutions' responses to survey questions dealing with the adequacy of the resources available at the institutions, as well as their needs for improving their educational programs.

As may be seen in Figure 12, a rather considerable proportion of the institutions reported that they did not have sufficient physical resources to operate their academic programs. Despite the fact that over

FIGURE 12



96 percent of the institutions conduct their educational activities in special school facilities (as opposed to recreation rooms, chapels, etc.), over one-third reported they had insufficient classroom space. A major problem appears to be a short supply of books, library materials, and other special teaching aids which are needed for the education of adult inmates. Close to half the institutions reported insufficiencies in these areas.

The use of special teaching techniques appropriate to the special population of students is interrelated with the resources which are available to the programs. Table 17 shows the percent of institutions using each of several educational techniques, and Table 18 shows the percent of the institutions which are not using these techniques, but which report that their use would definitely improve their program.

TABLE 17

Percent of Institutions Using Various Educational Techniques

Team teaching	24
Open classroom	40
Diagnostic testing	67
Special education programs	42
Coord. within inst. educ. progs.	53
Individualized teaching techniques	57

TABLE 18

Percent of Institutions Who Report That Implementing Various Educational Techniques Would Definitely Improve Program

Team teaching	30
Open classroom	24
Diagnostic testing	74
Special education programs	60
Coord. within inst. educ. progs.	62
Individualized teaching techniques	69

Diagnostic testing appears to be widely utilized, with about two-thirds of the institutions employing it. Of the remaining institutions, three-quarters said diagnostic testing would definitely improve their programs — if the resources were available. Individualized teaching techniques are used by over half the institutions, with about two-thirds of the remaining institutions reporting that these techniques would definitely improve their programs, again, if the resources were available.

Team teaching and open classroom methods are only moderately popular, but there appears to be considerable need for resources which would allow the implementation of special education programs and a greater coordination among the different institutional educational programs.

The reported personnel needs of the institutions are shown in Table 19. The table shows the percent of institutions which reported that each of the types of workers listed is badly needed. In addition, the

TABLE 19

Personnel Needs of Institutions
(In Percentages)

	Badly Needed	Presently Sufficient
Academic teachers	34	20
Vocational teachers	29	30
Vocational and educational counselors	36	22
Classification officers	11	60
Social workers	13	36
Sociologists	12	41
Vocational rehabilitation counselors	26	40
Psychologist-counselors	34	32
Institution parole officers	13	56
Line workers	14	43
Chaplains	4	80
Librarians	29	46
Staff training personnel	20	40
Research personnel	31	24

percent of institutions that reported they had a sufficient number of each of these workers at the present time is also shown in the table. The greatest need appears to be in the realm of psychologists and counselors, with teachers also being badly needed by a significant number of institutions. Librarians and research personnel also appear to be badly needed by many institutions.

Of all the various types of professions listed, academic teachers represent the profession which was rated lowest in terms of the adequacy of the number of these individuals. Less than one-fifth of the institutions reported they already had a sufficient number of academic teachers. In addition, vocational and educational counselors also appeared to be present in sufficient numbers in only about one-fifth of the institutions. On the other hand, a majority of the institutions reported they had sufficient classification officers, parole officers, and chaplains.

The institutional respondents were asked to indicate what they saw as their needs if they were to develop the ideal academic program. Table 20 shows the percent who rated each of the factors listed as badly needed for such a program, as well as the percent who said each was presently sufficient. It is not surprising that the need for more money leads the list, with almost half the institutions reporting present funds as insufficient. Space, facilities, and special educational materials also would be badly needed. In addition, about one-third of the institutions rated appropriate continuing education for teachers as an important factor in the ideal academic program, and over one-quarter felt that linkages with the community would also be badly needed.

TABLE 20

Institution Needs in Order to Develop an Ideal Academic Program (In Percentages)

	Badly Needed	Presently Sufficient
More money	48	9
Space and facilities	45	19
Special educational materials	36	14
Better trained teachers	18	27
Continuing education for teachers	35	13
Greater administrative interest	18	38
Linkages with the community	26	18

CONCLUSION

Today the cost of neglect of education for the nation's citizen is reflected in various social pathologies, most notably crime. Similarly, the neglect of education in our correctional institutions, many feel, is directly linked to high levels of recidivism. It has been estimated that up to 25 percent of institution inmates are functional illiterates and up to 90 percent are school dropouts. The degree to which educational deficits are found is the degree to which we can expect the inmate to fail to share in the opportunity system of this country in a legitimate fashion. If legitimate channels are closed to him, he will use illegitimate means to gain access. To think it would be otherwise is to deceive ourselves.

Many thoughtful persons are aware that a strong link exists between recidivism and the offender's unfitness to take his place in society. For this reason, remedial or compensatory efforts in prison must take a high priority level of concern. Some feel that education in prison will move ahead dramatically. Increases in staff, facilities, and budgets are envisioned. Where we have been, where we are, and where we are going is still a muddy picture. Baseline data of the kind reflected in this survey is needed desperately. It is the basis for planning, both within institutions and from without. This survey, it is hoped, is a significant step in the development of strategies to insure that mankind in prison will get a chance to "make it" in society.

APPENDIX

THE SURVEY INSTRUMENT

1. Education Director: Name _____
   Title _____
2. Institution: Name _____
   City & State _____
3. Institution is: ☐ Minimum security ☐ Medium security ☐ Maximum security (you may check more than one)
4. (a) Number of inmates in institution: _____
   (b) Age Limit: ____yrs. to ____yrs.
5. Number of inmates participating in educational programs: _____
6. Number of inmates participating in prison industries: _____
7. How many inmates *completed* each of the following programs during 1972?
   (a) Elementary school _____
   (b) G.E.D. _____
   (c) High School _____
8. Please estimate the *percent* of inmates who have attained each of the following levels of education *prior* to commitment:
   (a) College or above _____ %
   (b) High School or G.E.D. _____ %
   (c) Elementary school _____ %
   (d) Less than elementary school _____ %
   Total should add to: 100 %

9. Please list the number of inmates currently participating in each of the following types of educational programs:

	Full-time Students	Part-time Students
(a) Vocational education programs	_____	_____
(b) Academic education programs	_____	_____
(1) Remedial or Elementary level	_____	_____
(2) High School or G.E.D.	_____	_____
(3) College level	_____	_____

10. How many teachers do you have in each of the following categories?

	Full-time Teachers	Part-time Teachers
(a) Vocational Teachers		
(1) Certified teachers	_____	_____
(2) Non-certified teachers (EXCLUDE INMATE TEACHERS)	_____	_____
(3) Inmate teachers	_____	_____
(4) Teachers from special outside projects	_____	_____
(b) Academic Teachers (EXCLUDE COLLEGE LEVEL)		
(1) Certified teachers	_____	_____
(2) Non-certified teachers (EXCLUDE INMATE TEACHERS)	_____	_____
(3) Inmate teachers	_____	_____
(4) Teachers from special outside projects, (e.g. NewGate, Teacher Corps, etc.)	_____	_____

IMPORTANT:

THE REMAINDER OF THIS QUESTIONNAIRE APPLIES ONLY TO REMEDIAL, ELEMENTARY, AND HIGH SCHOOL LEVEL ACADEMIC PROGRAMS—*exclude* college level and vocational programs.

11. What is your annual expenditure for these *Academic* programs?

_____

12. What *percent* of the total expenditure for these Academic programs comes from:

(a) the state _____ %

(b) the federal government _____ %

(c) other (specify) _____ _____ %

_____ %

Total should add to: 100 %

13. Estimate the number of inmates who could benefit from these *Academic* programs, but are *NOT* participating:

(a) Remedial or Elementary level _____

(b) High School level _____

14. Rate each of the following reasons in terms of its importance in determining why these inmates are *NOT* participating:

	Very Important Reason	Moderately Important Reason	Slightly Important Reason	Not a Reason
(a) Institutional Considerations				
(1) Insufficient funds	1	2	3	4
(2) Insufficient space or facilities	1	2	3	4
(3) Insufficient administrative interest	1	2	3	4
(4) Other (specify) _____	1	2	3	4
(b) Inmate Considerations				
(1) Custodial or security reasons	1	2	3	4
(2) Lack of inmate interest	1	2	3	4
(3) Inmates are under-qualified	1	2	3	4
(4) Inmates are over-qualified	1	2	3	4
(5) Other (specify) _____	1	2	3	4

15. Academic classes are *primarily* held in (check only one):

- (a) Chapels ☐
- (b) Recreation rooms ☐
- (c) Special school facilities ☐
- (d) Other (specify) _____ ☐

16. Regarding the Academic programs (exclude college and vocational programs), do you have sufficient:

(a) Classrooms	☐ yes	☐ no
(b) Books and Library materials	☐ yes	☐ no
(c) Special materials (e.g. A-V & other teaching aids)	☐ yes	☐ no

17. How many of your *Academic* teachers have had additional college-based education in each of the following: (Remember to exclude college and vocational teachers from consideration here)

- (a) Special Education _____
- (b) Related Education (e.g. guidance or counseling) _____
- (c) Corrections or Law Enforcement _____
- (d) Other (specify) _____ _____

18. What sorts of problems do your inmate-students present that you feel a teacher must be prepared to handle?

	Definitely a Problem	Sometimes a Problem	Not a Problem
(a) Learning Handicap	1	2	3
(b) Low Intelligence	1	2	3
(c) Emotional Problems	1	2	3
(d) Lack of Motivation	1	2	3
(e) Disciplinary Problems	1	2	3

19. In your opinion and *in general*, how well trained by their *formal education* are your Academic teachers, in terms of being effective with your special population of students?

☐ Very Well Trained ☐ Moderately Well Trained ☐ Minimally Trained ☐ Insufficiently Trained

20. In your opinion what type of training produces the best teachers for institutional Academic teaching?

21. What other factors do you feel are involved in developing a good teacher for institutional Academic teaching?

22. *Aside from academic school staff needs*, what personnel requirements of the institution are presently needed? Please rate each of the following:

	Badly Needed	Somewhat Needed	Slightly Needed	Presently Sufficient
(a) Vocational Teachers	1	2	3	4
(b) Vocational & Educational Counselor	1	2	3	4
(c) Classification Officer	1	2	3	4
(d) Social Worker	1	2	3	4
(e) Sociologist	1	2	3	4
(f) Vocational Rehabilitation Counselor	1	2	3	4
(g) Psychologist/Counselor	1	2	3	4
(h) Institution Parole Officer	1	2	3	4
(i) Line Workers	1	2	3	4
(j) Chaplain	1	2	3	4
(k) Librarian	1	2	3	4
(l) Staff Training Personnel	1	2	3	4
(m) Research Personnel	1	2	3	4

23. If the resources were available, rate each of the following in terms of whether it would improve your program:

	Definitely	Possibly	Already in Practice	No
(a) Team Teaching	1	2	3	4
(b) "Open Classroom"	1	2	3	4
(c) Diagnostic Testing	1	2	3	4
(d) Special Ed. Programs	1	2	3	4
(e) Coordination within Institution Educational Programs	1	2	3	4
(f) Individualized Teaching Techniques	1	2	3	4
(g) Other (specify)	1	2	3	4

24. In order to develop the ideal *Academic* educational program in your institution, rate each of the following in terms of how badly needed it is:

	Badly Needed	Somewhat Needed	Slightly Needed	Presently Sufficient
(a) Money	1	2	3	4
(b) Space and Facilities	1	2	3	4
(c) Special Educational Materials	1	2	3	4
(d) More Teachers	1	2	3	4
(e) Better Trained Teachers	1	2	3	4
(f) Appropriate Continuing Education for Teachers	1	2	3	4
(g) Greater Administrative Interest	1	2	3	4
(h) Linkages with the Community	1	2	3	4
(i) Other (specify)	1	2	3	4

Enclose your comments regarding your needs on a separate sheet.

25. I would like a copy of the report describing the results of this survey:

☐ Yes ☐ No

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The assistance of the above-named task force, all members of the Correction Education Association, made it possible to accumulate the data for this report to an extent and depth never before possible in similar studies.